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ABSTRACT

A multiple school district consortium in California, entitled "Bilingual Alternatives for Secondary Teachers and Aides" (B.A.S.T.A.), helps to implement secondary bilingual projects through training and technical support. The principal activities of the consortium are program development, curriculum development, staff development, and parent/community involvement. The four school districts involved are Berkeley, Dale City, Oakland, and Richmond. (SW)

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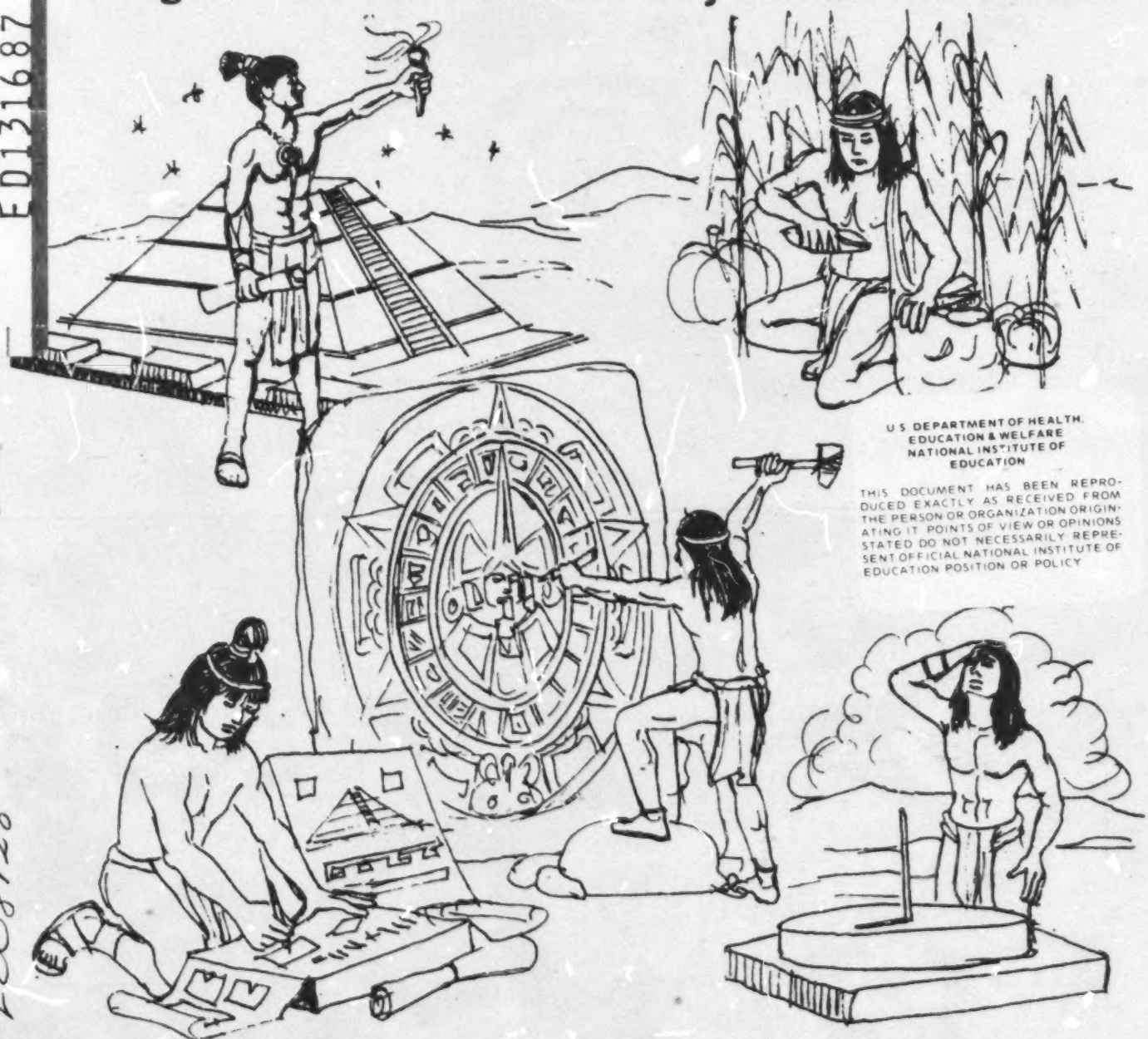
Bilingual Alternatives for Secondary Teachers & Aides



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Bilingual Alternatives for Secondary Teachers & Aides

A four district Secondary Bilingual Consortium supported by the state of California under AB2284.

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ACKNOWLEDGMENTS

On behalf of the total BASTA secondary bilingual staff from Berkeley, Daly City, Oakland, and Richmond, we would like to express our sincere gratitude to the State Bilingual Task Force headed by Dr. Gil Martínez. Our special gratitude is expressed also to Miguel Navarette, Bilingual Consultant, State Bilingual Task Force, for helping us get the program "off the ground." To the bilingual coordinators, who gave unselfishly of their time to plan secondary bilingual programs for their districts and worked long hours after the regular day; what can we say but, "Sus esfuerzos serán reconocidos por sus alumnos— muchas gracias Celia LaForge, Daly City, Carlos Gonzales, Oakland, Wendy Giuntini, Richmond, and the total Central staff for Berkeley. To Richard Foster, Marcus Foster, Woodrow Snodgrass, and Ed Morgan, superintendents for Berkeley, Oakland, Richmond, and Daly City respectively, also to Robert Mullen, Richmond and Ernie Ribera, Daly City, whose support and cooperation has made BASTA a reality, gracias. To Assemblyman Peter Chacon, who initiated the Assembly Bill which made it possible for the initial funding of BASTA? "Mil gracias y que siga la lucha." To the Chicano political caucus --Assemblymen Alatorre, Montoya, González, and Garcia-- Gracias por su apoyo." To the many non-Chicano politicians who supported the efforts for Bilingual Education and understand the plight of non-English speaking children, "Thank you for your support." Finally, to Vikki Carr, who is a true Chicana who is helping promote bilingualism and pride in La Raza, "Recibe un fuerte abrazo de tus hermanos." To the many educators and community members who are not mentioned in this document, but who see their efforts displayed in the BASTA Program, "We could not have done it without your support." We wish to dedicate this brochure to all of you.

INTRODUCTION

The Bilingual Alternatives for Secondary Teachers and Aides (BASTA) Consortium combines four school districts in the Bay Area—Berkeley, Daly City, Oakland, and Richmond—in Secondary Bilingual Education programs.

The concept of a multiple district consortium for Bilingual Education arose from the recognition that several Bay Area school districts have been trying to develop bilingual projects for secondary schools as many as three years in succession without success. Based upon this recognition, a number of school districts came together and began laying the groundwork for a bilingual project, BASTA.

The role of the BASTA Project is one of facilitating the implementation of each district's secondary program through training and technical support, rather than through edict and imposition of narrowly conceived administrative procedures and program strategies and methodologies. The cross fertilization process of several districts sharing ideas and approaches as well as a modest amount of inter-district competition for program excellence will be very important factors in the continuing vitality of the BASTA Consortium.

WHY A SECONDARY STRESS NOW?

To the participating districts, 1973 is the year of Bilingual Secondary Education. These are the reasons that a conserted secondary effort was not made earlier, and why it is essential that the effort be launched immediately.

1) Initially, Bilingual-Bicultural Education grew out of the "compensatory education philosophy" that maintained that the early childhood years were the optimal years to "save" Chicanos from their "cultural deprivation." Now it is clear that the need is not so much to compensate for a "debilitating homelife" but to offer educational alternatives in the entire educational system from bottom to top, so that it adjusts to Chicanos and other non-English speaking children on their own terms. The point is to create a flexible curriculum which admits cultural and linguistic diversity.
2) The greatest shortage of bilingual materials and teaching strategies have existed at the secondary level. Without predecessors (except for Calexico and Gonzales), it was just too difficult to initiate a secondary program. But that deficiency has been corrected. With the examples of the project in Calexico, those at Daly City and Richmond, and the resources of the San Diego Materials Acquisition Project, materials and strategies are now available as support for new bilingual secondary teachers.
3) The Districts' commitments to Bilingual Education did not previously exist. It has been initially obtained on the elementary level and has gradually expanded towards the

junior and senior high school years in an organic process. It is now appropriate to accelerate that process by providing training and materials that will encourage districts to extend their commitments to the higher grades.

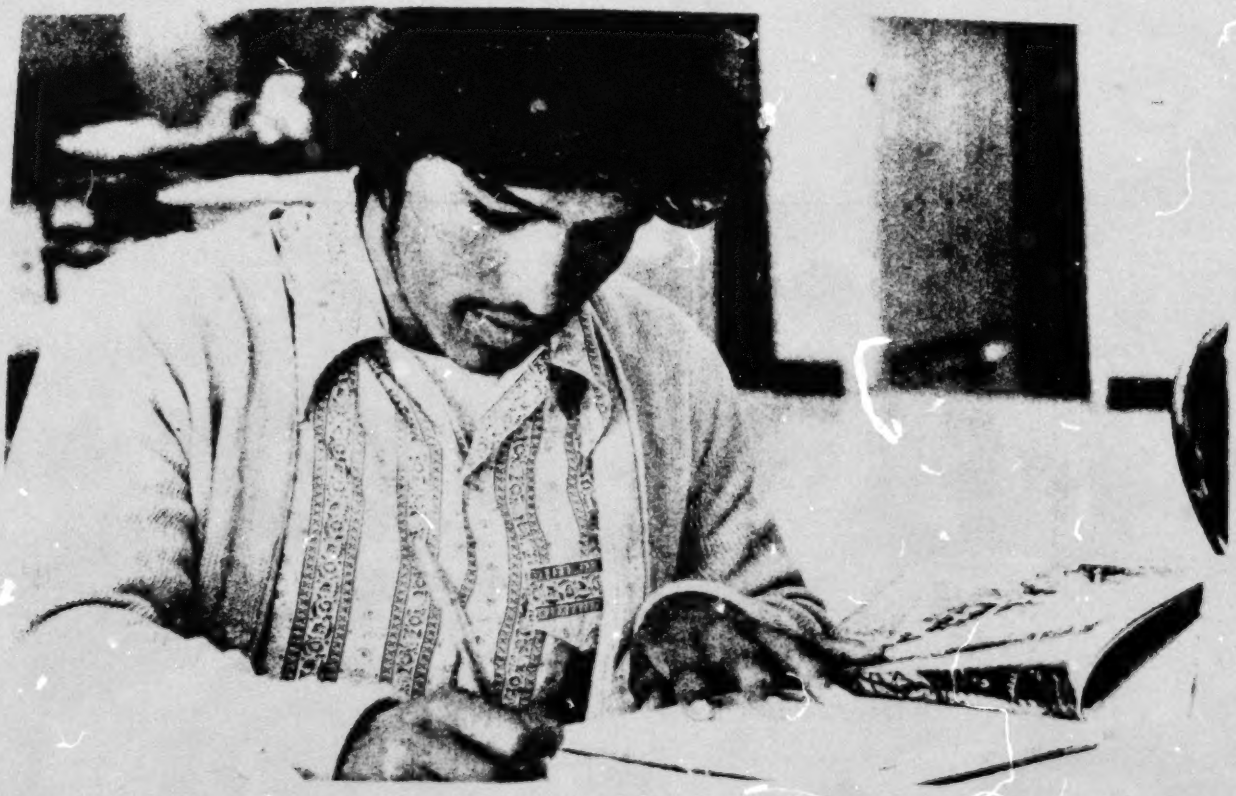
4) It is now becoming clear to the districts that Bilingual-Bicultural Education can be combined with a skills or "experimental" orientation in secondary schools to bridge the students' home-based reality with the practical necessities of learning a curriculum that will prepare them for employment. At the same time, learning skills need not freeze the students into an exclusively "practical" coursework, but may be used as a vehicle for opening students up to more theoretic subjects of science, math, and social studies.

THE COMMON RESPONSE

By attempting to counter the evidence of high drop-out rates and low motivation in each of the cities, the school district faces a great challenge. But the ground work for meeting it has already been laid through:

1) Support provided the two-year old organizational structure of the Bay Area Bilingual Education League;
2) The districts' commitments to bilingualism already evidenced; and
3) The fact that the districts have already agreed to combine efforts in the BASTA Project whenever appropriate.

In Berkeley, the poorest achievement scores in reading were made during the junior high school years; and the poorest performance in Arithmetic is evidenced in the latter years of high school. In that District, the key to performance was found to be stimulated motivation; and the key to motivation, in turn, was found to be an alternative Chicano-styled education which met the Spanish-surnamed students on their own terms: Providing bilingual-bicultural instruction and, at the same time, a learning-by-doing approach which provides experiences normally lacking the Chicano culture.



Jesus Sanchez, a Spanish-speaking student from Berkeley High School, completes a reading assignment.

BASTA Bilingual Teacher, Ron Senft, from Richmond Unified School District, types up a bilingual curriculum unit in mathematics during the BASTA Teacher Training Workshop.

In Richmond, the questionnaire administered to prospective participants in the BASTA Project clearly identified bilingualism as the high priority response to their needs. The parents and student listed in priority their own views on the best possible bilingual-bicultural program, which became the guideline for the creation of Richmond's secondary bilingual program which will be expanded as it goes into its second year.

Oakland BASTA staff members share curriculum ideas during the BASTA Teacher Training Workshop.

In Oakland, secondary programs will be initiated in the two secondary schools with that District's highest concentration of Chicanos, as an attempt to counter the two schools' alarming drop-out rate. A questionnaire administered in the schools revealed a need for bridging home and school by the initiation of a great degree of community input in the proposed bilingual program.

In Daly City, the planning for the BASTA component has the advantage of being based on two years of trial-error-and-revision, which has resulted in an unique approach for matching teaching strategies and the use of aides with specific performance objectives at the secondary level. Daly City will extend its program in two additional high schools (making a total of four schools) in the following year.

Ms. Celia LaForge, Bilingual Coordinator, Jefferson Union High School District, shares bilingual methodologies with Berkeley and Richmond staff members during the BASTA Teacher Training Workshop.

The principal activities of the BASTA consortium have predictably involved:

Program Development — Working with participating school districts to plan and implement programs adequate to secure local staff commitment and adequate funding for the continuation and diversification of programs; establish ties with local universities to assist programs.

Curriculum Development — BABEL's Media Center in Berkeley serves as a focal point for generating curriculum: as a center for materials acquisition, a reference library and training center in curriculum development and audiovisual equipment.

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Staff Development — Pre and In-service training in bilingual approaches in secondary grade levels and all subject areas. Specific workshops will also be held in diagnostic methodology and individualizing instruction, et al.

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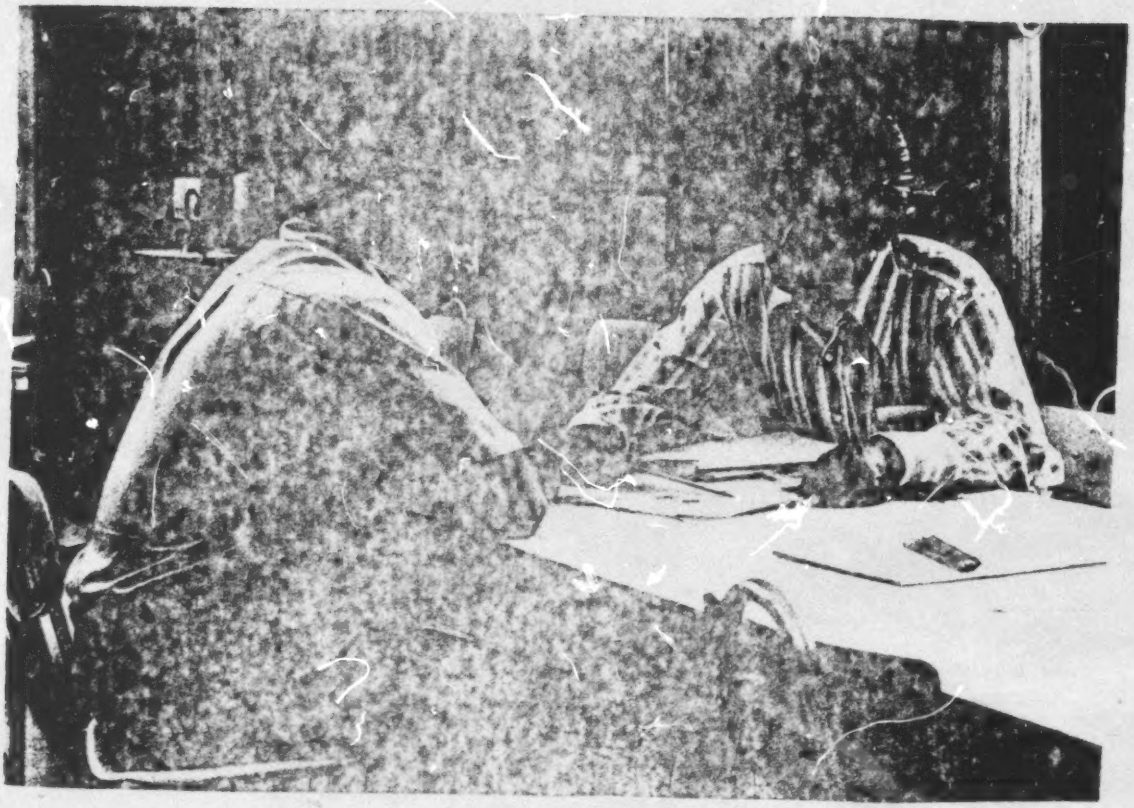

Parent/Community Involvement -- Eliciting community participation in programs through incorporating parental participation in classroom instruction and through an outreach program.

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